Journal of Education and Practice
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
Vol.6, No.35, 2015



Teachers' Conduct in the 21st Century: The Need for Enhancing Students' Academic Performance

Dimkpa, Daisy I. (PhD)
Department of Educational Foundations, Niger Delta University, Wilberforce Island, Bayelsa State. Nigeria

Abstract
This paper explores the teaching profession and the impact of teachers' conduct on the academic performance of students. It noted that as teaching is one of the oldest and well respected professions in the world, the role of the teacher in the effective delivery of knowledge and in bringing about a conducive atmosphere for learning cannot be over emphasized. The paper examines the conduct of teachers in line with the expected professional conduct as enshrined in the constitution of the Teachers Registration Council of Nigeria. It emphasized that there are certain ways by which teachers' conduct, styles and attitudes impact negatively on the academic performance of the students. Some examples include their dressing, quality/qualification, communication and teaching style, guidance, effect of their instructional resources, discipline and motivation. Lastly, the paper advocated for student centered teaching where skills acquisition and learning for life is encouraged, and memorizing de-emphasized. Furthermore, the strategies for teachers' relationship with the learners as expected in the 21st century and the counselling implications of their misconduct were also discussed.
Keywords: Teachers' conduct, academic performance, students, counselling.

1. Introduction

The teaching profession is said to be the oldest and most respected all over the world. Therefore, in order to retain the public perception of the profession, it is important that what goes on within the walls of the classroom is a true reflection of what teaching is and should be. However, certain teachers' behaviour and conduct, may directly impact on the academic performance of the learners. The purpose of this discourse is to address the question of teachers' conduct and accountability in order to enhance excellent academic performance of the students, and in so doing meet the challenges of the 21st century. Some of the duties which the teacher should perform in line with this expectation includes using a well developed curriculum, supervision of the students' activities, continuing professional development, amongst others.

2. Conceptual Clarifications

2.1 Teaching:

Teaching is the art of imparting knowledge to the learner. This is mainly the function of a teacher, that is one who has gone through a proscribed period of training in order to effectively deliver instructions to the learners (pupils or students). Teaching is not a profession for 'all comers', that is, any person who seeks for a job outside teaching and is unable to be employed, automatically takes to teaching. This is the reason why the Teachers Registration Council of Nigeria (TRCN) has taken up the challenge of ensuring that teachers in the profession are actually trained to do their job well. Perhaps, one of the reasons why students are failing is probably because the schools are riddled with untrained and poorly trained teachers. Teaching is a noble profession and every teacher whose function it is to impart knowledge, must also have a good grasp of the subject matter so as to avoid being ridiculed by his/her students.

A teacher is the mirror to his/her students in the school system. Thus, his/her attitude or behaviour has an effect on the students under his/her care. He/she is conceived as a reflective practitioner, that is someone who enters the profession with a certain knowledge base, and who acquires new knowledge and experience based on the prior knowledge (Cochran-Smith & Lytle, 2001). This also means that a teacher must update his/her knowledge continuously because 'input' also means 'output'. It is just like garbage in and garbage out. One's impact as a teacher is a function of the worth of the knowledge that he has acquired, as no teacher can give what he does not have.

2.2 Conduct:

The term 'conduct' refers to the manner in which a person behaves, especially in a particular place or situation. It is characterized by performance, comportment, demeanor and deportment. It also refers to how you organize and perform a particular activity. Although this definition is applied to an individual, an organization also has a conduct and code of ethics. For example, conduct could also mean the manner in which an organization or activity is managed or directed. In this case, the way a teacher manages her/his student is determined by the behaviour that is displayed in carrying out a responsibility. It is in fact a necessary criteria for promotion in an organization or institution. Therefore, one's conduct in relation to duty is very important as it were, for accountability purposes. The conduct displayed by a teacher in the school setting, leads, guides or shows



someone the way.

The dictionary.com defines conduct as to lead or direct (affairs, business) etc, and to control the students. It is only sane to consider the term professional conduct, especially as it relates to the career that one does, and from which he/she earns a living. Conduct is a general behaviour expressed in actions, reactions or inactions.

2.3 Professional Conduct:

Professional conduct is the field of regulation of professional bodies, either acting under statutory or contractual powers. Historically, professional conduct was wholly undertaken by the private professional bodies, i.e the sole legal authority for which was of a contractual nature. These bodies establish a code of conduct and ethical codes for the guidance of its members. In most cases, legislation has been enacted, either replacing professional regulation by statutory legislation (Wikipedia, 2015).

According to Griola and Ruairs (2001), teachers should conduct themselves in an acceptable manner, adjudged to be profitable for the promotion of teaching and learning as listed below:

- uphold the reputation and standing of the profession;
- take all reasonable steps in relation to the care of pupils under their supervision so as to ensure their safety and welfare;
- work within the framework of relevant regulations;
- comply with agreed national and school policies, procedures and guidelines which aim to promote pupil education, welfare and protection;
- respect where appropriate incidents or matters which impact on pupils welfare;
- communicate effectively with pupils, colleagues, parents, school management and others in the school community in the manner that is professional;
- ensure that any communication with pupils, colleagues, parents, school management, etc is appropriate including communication via electronic media such as e-mail, testing and social networking sites;
- ensure that they do not knowingly access, download or otherwise have in their possession illicit materials, images, pornography, etc.
- ensure that they do not practice under the influence of any substance which impairs their fitness to teach;
- improve by developing self, professionally i.e take responsibility for sustaining and improving the quality of your professional practice;
- maintain sound professional knowledge and understanding to ensure it is current;
- reflecting on and critically evaluating their professional practice; and
- availing of opportunities for career- long professional development;

2.4 Academic Performance:

Academic performance is the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals. This is commonly measured by examinations or continuous assessment, but there is a general agreement on how it is best tested or which aspects are most important i.e. procedural knowledge such as skills and methods (Wikipedia, 2015). Unfortunately, less emphasis is placed on demonstrating necessary skills, especially amongst teachers in Nigeria. which is the reason why once students have been tested in a subject, they rarely strive to retain the knowledge gained. Most of them study just for the sake of passing a test or an examination after which the knowledge and procedures are forgotten. Hence, the expectation is for education to be more practical in approach rather than theoretical. When education becomes more involved with the 'doing', students rarely trivialize it, but go further to practice the skills learnt and modify or improve on the pattern to produce their own unique model. It should be noted that those who learn and put what they have learnt into practice are not likely to depend on government for a paid job, which is the reason why teachers must be purposeful and methodical in teaching.

Literature suggests that certain teacher factors impact on students' academic performance, and that since the main goal is for people to find their own seats in a classroom, qualitative instruction is non- negotiable. This is because without it, there will be no motivation to persist in school (Wasanga, n.d).

In his own opinion, Craig (2009) maintains that there are five major lessons on what kinds of knowledge and skills will be more beneficial to students in the 21st century as follows:

- an education that gives the student an advantage for supporting his family or secure a middle class lifestyle such as an essential post secondary education or technical training;
- an acquisition of traditional knowledge and skills in subjects like Mathematics, Language Arts and Science not being displaced by a new set of skills;
- students' learning to apply to what they have learnt in those subjects to deal with real world challenges rather than simply reproducing the information on tests for academic excellence; and



- students who develop an even broader set of in-demand consequence, the ability to think critically about information, solve novel problems, communicate and collaborate new products, processes and adapt to change.

The role of the teacher is to educate and impart knowledge to the students. The following ethical values underpin the standard of teaching, knowledge, skill, competence and conduct. The teacher should be seen as demonstrating respect, care, integrity and trust.

a) **Respect:** This presupposes that teachers should uphold human dignity and promote equality and emotional and cognitive development. In their professional practice, teachers should demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and environment.
b) **Integrity:** This entails honesty, reliability and moral action. This is demonstrated through the professional commitments, responsibilities and actions of teachers.
c) **Care:** Teachers' practice is motivated by the best interest of pupil entrusted to their care. Teachers show this though positive influence, professional judgment and empathy in practice.
d) **Trust:** Teachers' relationships with pupils, colleagues, parents, school management and the public are based on trust. Trust embodies fairness, openness and honesty.

In summary, teachers should conduct themselves well as follows:

- they should be caring, fair and committed to their care, and seek to motivate, inspire and celebrate effort and success;
- acknowledge and respect the uniqueness, individuality and specific needs of pupils and promote their holistic development;
- be committed to equality especially differences arising from gender, civic status, family status, sexual orientation, religion, age, disability, race, ethnicity, etc;
- develop positive relationships with pupils, colleagues, parents, school management and others in the school community, that are characterized by professional integrity and judgment;
- work to maintain a culture of mutual trust and respect in their schools;
- act with honesty and integrity in all aspects of their work;
- respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the well being of an individual; and
- represent themselves, their professional work and private interest which could reasonably be deemed to impact negatively on pupils.

2. Teachers' Conduct: Its Effect on Students' Academic Performance

- A Teacher's behaviour is extremely important for successful teaching and learning. Skillful teaching requires appropriately using and interactively specific activities in particular cases and contexts, based on knowledge and understanding of one's pupils/students and on the application of professional impediment. It also depends on opportunities to practice and to measure one's performance against exemplars.
- The work of teaching includes broad cultural competence, relational sensitivity, communication skills and the combination of rigour and imagination, fundamentals to effective practice.
- A teacher should listen to and assess pupils' oral reading, explaining, interpreting, talking with parents, evaluating pupils' papers, maintaining a conducive environment for learning.

Creamers (1994) contends that what makes an effective teacher includes having a positive attitude, development of pleasant social/psychological climate in the classroom, having high expectations of what pupils can achieve, lesson clarity, effective time management, strong lesson lecturing, the use of variety of teaching methods, using and incorporating pupils' ideas, using appropriate and varied questioning, etc.

Smith (1995) maintains that teaching behaviour brings about positive classroom interaction, arouse pupils' interest and motivation to learn even difficult topics, irrespective of gender.

The use of eye contact stimulates and alerts the pupil. The gazing of pupils promotes their attentiveness and involvement and positive regard for the teacher. Babalola (2000) describes teacher behaviour or effectiveness in terms of four observable behaviours, which includes physical movement, voice reflection, eye contact and humour.

There are yet, other ways by which pupils'/students' academic performance can be affected by teachers' conduct and which we tend to overlook. These include the following:

- teachers' Dressing;
- teachers' Quality/Academic Qualification;
- teachers' Communication and Teaching Style;
- teachers' Guidance;
- effect of Teachers' Instructional Resources;



- lack of Discipline on the part of Teachers; and
- lack of Teachers' Motivation.

A few of these which are general are discussed below:

*3.1 Teachers' Dressing***:**
'Dress the way you will want to be addressed', is an old saying which has its origin in the religious books. This saying even has more significance in the teaching profession where teachers are expected to be role models to their students. Unfortunately, this is not the case in most instances as teachers have been observed to be shabbily dressed. Every profession has its dress code, so do teachers, even though teachers are not given a particular dress code, style or colour. Teachers are said to be relegated to the background years ago in Nigeria mainly due to their poor dressing. However, that impression is now changing. For instance, years ago, teachers were regarded as role models. The subjects taught by teachers might not necessarily be the students' favourite, yet several things endeared teachers to their students, one of which was dressing (Tyessi, 2015).

Students knew their teachers by either the style of the dresses, the fitting, how well ironed, well groomed hair or their mannerism (Tyessi, 2015). Particularly offensive is the dressing of many teachers that they are made jest of by their students, e.g wearing bathroom slippers, faded clothes, unkempt hair, tattoos, deadlocks, claw-like nails, etc. What will students take away from such teachers?

Generally speaking, students do not consider just the teachings alone, but also the dressing as their teachers' appearance can make the students to love or hate the subject, which ultimately affects their academic performance.

*3.2 Teachers' Quality/Academic Qualification***:**
In terms of quality, teachers were known for their flawless grammar. This is not the case any more as many teachers these days commit such grammatical blunders that one is tempted to challenge them in the presence of their students. Even our mother tongue interferes with our spoken English and this could be misleading to the students because most teachers transfer their bad pronunciation of words to the students. The result is often seen in the students' performance in English especially where pronunciation becomes necessary in oral examinations. Furthermore, wrong pronunciations may distort the meaning of words which are pronounced badly. Quality of teachers is said to be the most important factor influencing the academic performance of students (Akinsolu, 2010). Teachers' qualifications, experience and teacher-student ratio were significantly related to students' academic performance. In developing countries especially, teacher education and experience as well as basic material resources do affect academic achievement/performance. Hence, professional development is key to the teachers' quality and growth. Professional development assists teachers in building new pedagogical theories and practices, which would enable them develop expertise in the field (Dodds, 2001). Furthermore, teachers' education emphasizes the need for them to improve their knowledge of the subject matter and the teaching skills they learned in pre-service courses they attended. This is due to knowledge explosion in the changing world which relegates earlier knowledge and skills teachers acquired before and which has become stale in view of new challenges and realities (Mohammed, 2006).

*3.3 Teachers' Instructional Resources***:**
Teachers' input and output affects the component. According to Jekayinfa (1993), instructional resources which are educated inputs are of vital importance to the teaching of any subject in the school curriculum. The use of instructional resources would make discovered facts glued firmly to the memory of students. These materials, textbooks, audio and visual aids should be used consistently. The selection of materials which are related to the basic contents of a course or lesson helps in depth understanding of such students, that they make the lesson attractive to them, thereby arresting their attention and thus motivating them to learn (Jekayinfa, 1993).

3.4 Teachers' Guidance:
Teachers' guidance is important because the students follow a particular way or method in problem solving. Guidance simply means to lead or direct. As the name implies, the students follow the leading of the teacher. Guidance helps the students to improve on their study attitudes and study habits, which directly affects academic performance. Mushtaq and Khan (2012) posited that teacher guidance improves teaching procedures especially when the teacher actively engage the students in the learning process. Teachers are advised to involve pupils in activities to reduce deviant behaviours. Pupils should be guided and encouraged by teachers to obey school rules and regulations as well as applying sanctions without favour (Oyinloye, 2010).

3.5 Teachers' Communication:
Communication is the process of sending and receiving messages. There is always a feed back effect, depending on how the message was sent and the meaning attached to the message that was received. Often times, the



meaning of a message may be distorted. Hence, the teacher will do well by communicating with the students, using only one linguistic medium.

4. Strategies for Conduct in Teacher/Learner Relationship

The role of the teaching council is to regulate the teaching profession and the professional conduct of teachers, to support the continuing professional development of teachers and to promote teaching as a profession. When teachers are seen upholding a sound professional conduct, it creates a high level of public confidence and trust as evidence by research undertaken by the teaching council. Thus, teachers' professional code of conduct is very important and this is as dictated by the various teaching councils all over the world.

In Nigeria, the Teachers' Registration Council has stipulated that all teachers should be members of this professional association and abide by its code of ethics. Furthermore, the council shall publish and maintain codes of professional conduct for teachers, which shall include the standards of teaching, knowledge, skill and competence. The Teachers Registration Council of Nigeria is committed to ensuring that the code of professional conduct for teachers is promoted and observed so as to maintain public trust and confidence in the teaching profession.

Hence, at all levels of the educational system in Nigeria, TRCN ensures that every teacher registers as a member and must fulfill the requirements for membership, one of which is having the teaching qualification.
According to Fareo (2013) some prominent actions of the TRCN included:

i. developing of campaign for the registration of teachers;
ii. initiating awareness and organizing continuous training and professional development programmes for teachers; and,
iii. holding regular consultations with stakeholders and programmed partners

In affirmation of these points, Akuezilo and Akudolu (2006) posited that TRCN has made the mandatory continuous professional education part of the requirements for renewal of teachers' practicing licenses. Summarily, the TRCN amongst others play the roles of formulating a National Policy on Education, harmonizes educational policies and procedures, effecting cooperation in educational matters on an international scale, developing curricula and syllabuses at the national level in conjunction with other bodies, such as the National Universities Commission (NUC), National Board for Technical Education (NBTE), Education Trust Fund (ETF), etc (Wikipedia, 2015). As it stands in Nigeria today, teachers at all levels of education without a teaching qualification, are forced to undergo a Postgraduate Diploma in Education (PGDE), in order to become certified teachers. The code applies to registered teachers at primary, post primary and tertiary levels of education. The term 'pupil' denotes the leaner at the primary level, or 'student' at the secondary/tertiary, and the term 'teacher' denotes a teacher registered with the teaching council.
The code of conduct for instance has a three fold purpose, that is;

1. It serves as a guiding compass as teachers seek to steer an ethical and respectful course through their career in teaching and to uphold the honour and dignity, of the teaching profession.
2. It may be used by the education community and the wider public to inform their understanding and expectations of the teaching profession.
3. It has an important legal standing and will be used by the council as a reference point in exercising its investigative and disciplinary functions.

Professional misconduct by a registered teacher implies the following;

i. engaging in conduct which is contrary to a code of professional conduct established by the TRCN; and
ii. engaging in any improper conduct in his/her professional capacity or otherwise by reason of which he/she is unfit to teach.

All what this means is that the school, parents and guardians having trouble with a registered teacher can institute a complaint against him/her. This means that the council will consider whether the conduct complained of amounts to a serious shortcoming on the part of the teacher, of the standards of the teaching, knowledge, skill, competence and conduct that should reasonably be expected. This offers the best means to resolving problems as they arise from day-to- day.

Therefore, the ultimate aim of the professional code is for promoting and demonstrating respect, care, integrity and trust. These core values underpin the work of the teacher in the practice of his or her profession. The codes are central to the practices of teaching which is expected of registered teachers. These standards identify teachers' professional responsibilities and are framed as statements.
There are myriads of factors beyond teachers' control which have a bearing on their work. These include:

- the engagement of parents and the wider community;
- the commitment and engagement of pupils;
- the availability of resources and supports;
- opportunities for teachers' professional development;
- the accelerated degree of educational change'



- the pace of legislative change; and
- economic and societal factors

The code of professional conduct for teachers encapsulates the fundamental ethics that inform the work of teachers. Since the education system reaches into virtually every home in Nigeria and affects so many so deeply, it is crucial that the teaching profession's value system and professional standards are clear and understandable. It is equally important that the teacher should revisit the school's mission statement, have a system of self evaluation, teach the students how and what to learn, teach them how to study effectively, invest in themselves through professional development programmes, as well as reading books and articles and e-learning in computer networked technology. Others include to encourage independent work, management of time, mature instructional patterns and to introduce innovation into the curriculum.

5. The 21st Century Learning

The 21st century refers to certain core competencies such as collaboration, digital literacy, critical thinking and problem solving that advocates and believes that schools need to teach to help students thrive in today's world (Teacher.pd, 2015). The 21st century learning also means hearkening to corner stones of the past to help navigate our future (Wessling, 2015). According to Berry (2015), the 21st century is one in which students master content while producing, synthesizing and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures.

In summary, he advocated that students should be able to demonstrate the 3Cs, including creativity, communication and collaboration, and that powerful learning of this nature demands well prepared teachers who draw on advances in cognitive sciences and are strategically organized in teams in and out of cyberspace, with many emerging as teacher entrepreneurs who would work closely with students in their local communities. In analyzing this thought process, teachers are expected to be well grounded in ICT in order to access and use information in helping students to enjoy learning at every level of the educational system in Nigeria. Although in the past few years, schools have made efforts to assist teachers in gaining computer-based knowledge, many are still unable to use the computer which makes them to remain at the level of operating, using old methods and ideas in teaching their students. Unfortunately, such students can only reproduce whatever they have learnt, but may be unable to develop the idea of innovation.

Furthermore, the 21st century learning embodies an approach to teaching that marries content to skill and that without skills, students are left to memorize facts. This is the reason why the 21st century learning paradigm offers an opportunity to synthesize content with skills. (Wessling, 2015).

In line with this reasoning, the American Association of Colleges for Teacher Education noted that amongst others, education will prepare all students with 21st century knowledge and skills; teacher administrators will possess, teach and assess 21st century knowledge and skills and that new teachers will be prepared to become change agents for embedding 21st century knowledge and skills in curricula, in accordance with national and state standard.

6. Counselling Implications

Teaching at all levels of education is very important and there are certain unprofessional conduct displayed by the teacher in carrying out his/her duty that requires counselling intervention. A few of these include unpreparedness, absenteeism, using inappropriate teaching methods, etc. Unfortunately, most schools in which counsellors are posted to work often ignore this aspect of the work of a counsellor, and the teachers themselves may not be willing to undergo counselling with those whom they consider as their colleagues in the teaching profession. Therefore, it is very important that counselling is given its prominent position within the school system to allow the total development of pupils and students as well as to correct some of these unhealthy behaviours of the teachers. This is because the actions taken by teachers which have a negative effect on the students' academic performance might remain, unless counsellors are allowed to do their job. Therefore, school heads should refer such disciplinary cases to a trained counsellor for individual or group counselling encounter, especially in a situation where teachers' behavioural disposition may affect the students' academic performance negatively. Since behaviour is a product of learning, it can also be unlearned in order to have proper functioning of the education system. It is therefore advocated that teachers who are undisciplined or acting in a manner that is not expected of them should be made to undergo behaviour therapy.

There are series of behaviour therapies, ranging from relaxation training, systematic desensitization, virtual reality exposure, social skills training, modeling, behaviour rehearsal, aversion therapy and punishment that can be applied in modifying maladaptive behaviour.

Behaviour therapy consists of a series of counselling encounter aimed at changing the attitude and behaviour of an individual which is not in conformity with societal expectations. For example, Cognitive Behaviour Therapy (CBT) was originally designed to treat depression, but now used to change unhelpful thinking and behaviour. The procedure involves the therapist assisting the client to select specific strategies to



help address the problems (Wikipedia, 2015).

One other way is the use of behaviour modification technique. It is a process of intervention based on behavioural principles similar to Skinner's operant conditioning. The methods necessary to assess the client entails the use of structured interviews, objective psychological tests which are meant to determine what a client's problems are and to also check whether the therapy is working. Some examples of these personality tests are the Rorschach ink blot test and the Minnesota Multiphasic Personality Inventory (MMPI) employed to predict a person's behaviour through observation in a natural environment. The aspects of a person looked into includes his behaviour, affective responses, sensory reactions, cognitive processes, etc (Daniel & Wilson, 1975).

Conclusion

The curriculum of our system of education in Nigeria might have emphasized the important idea on skills training and acquisition for teachers in its curriculum but as always, when it comes to implementing new skills acquired by teachers during the period of training, materials may not be available for demonstrating these to the students while teaching. The curriculum should be reviewed in line with best practices in education as is obtainable in other countries of the world.

Therefore, the main determinants of academic performance and achievement should include school management of available resources; with teachers creating a classroom environment and organizing activities in which students participate actively in the learning process In other words, the focus should be the students. This means that as technology is advancing, teachers should brace up with new innovations in education; and in turn assist the students to build up an attitude of learning new ideas and developing decision making skills.

The foregoing has shown that teachers are not only the primary agents of change in the education sector, but they should be role models to other professionals and their students only if they decide to love their chosen profession, imbibe the right attitude to their work and give their best in terms of imparting the right knowledge to their students, while government provides the necessary material resources.

Acknowledgement

My gratitude goes to the proprietor and staff of Excellent Glory International Academy, Bayelsa State, Nigeria, who laid the foundation for this work by inviting me to present a paper at a re-training programme for teachers, organized by the institution.

References

Akinsolu, A.O. (2010). Teachers' and students' academic performance in Nigerian secondar schools: Implications for planning. *Florida Journal of Educational Administration and Policy*, 3(2), 86-103.

Akuezullo, E. & Akudolu, L.R. (2006). The dividends, challenges and ways forward in the professionalization of teaching in Nigeria. Lead paper presented at the National ICT Skills Acquisition Summits and Campaigns, TRCN, Nnamdi Azikiwe University, Awka.

Babalola, H.T. (2000). Teacher-students interpersonal relationships. *International Journal of Africa and African American Studies*, 4(1).

Berry, B. (2010). How do you define 21st century learning? Available http://www.edweek.org/tsb/articles/2010/10/12/01panel.hO4.html Retrieved 5th November, 2015.

Cochran-Smith, M. & Lytle, S.L. (2001). Beyond certainty taking an inquiry stance on practice. In A. Liberman & L. Miller (Eds). Teachers caught in the action: Professional development that matters. New York: Teachers College Press.

Craig, D.J. (2009). Defining 21st century teaching education. Available Hip;www.centreforpubliceducation.orrg/atf%7BOOa4f2eg-fsda- 442l-aa25-3919co6bs42b%TD/21ST%20CENTURY%5BL%5D JERALD.PDF

Creemers, M.B. (1994). Learning difficulties in Chemistry: An over view. *Journal of Turkish Science Education*, 189-205. Turkey: Permagon Press.

Daniel, O.K. & Wilson, G.T. (1975). *Behaviour therapy: Application and outcome,* 24-25, Englewood Cliffs, NJ: Prentice-Hall.

Dodds, M. (2001). Continuing professional development : Nurturing the expert within. In J. Soler, A. Craft & H. Burges (Eds). Teachers' development: Exploring our own practice London: Paul Chapman Publishing and the Open University.

Fareo, D.O. (2013). Professional development of teachers in Africa: A case study of Nigeria. *The African Symposium*, 64(13).

Griola, M.O. & Ruairs, T.O. (2001). *The code of professional conduct for teachers.* The teaching council in accordance with Section 7(2)(b) of the Teaching Council Act, 2001. Available at www.teachingcouncil.ie/fulcupload/professional/code-of- conduct2012pdf. Retrieved 11th April, 2015.

Jekayinfa, A.A. (1993). Effects of instructional resources on the academic Performance of students in History in



Nigeria. Available ps;//www.unilorin.edu.ng/publications/jekayinoluwa/20EFFECTS20 OFINSTRUCTIONAL20RESOURCES.htm

Mohammed, A.H. (2006). Creating opportunities for continuing professional development of teachers: The National Teachers Institute (NTI) Experience. Lead paper presented at the 1st National Conference of the Faculty of Education, University of Abuja. Held 17th-21st October, 2006, Abuja.

Mushtaq, I. & Khan, S.N.. (2012). Factors affecting students' academic performance. *Global Journal of Management and Business Research,* 12(9), 12-22.

Mustapha, A. (2012). A survey of the effect of teacher behaviour in teaching Chemistry in the academic achievement of Chemistry students in selected secondary schools in Sokoto metropolis. Available online http//abdulhamidmustapha.wordpress.com Retrieved 14th April, 2015.

Oyinloye, G.O. (2010). Primary school teachers' perception of classroom management and its influence on pupils' activities. *European Journal of Educational Studies*, 2(3), 305-312.

Smith, G.C. (1995). Correlations of selected behaviours with performance in Biology courses for elementary teachers. *International Journal of Africa and African American Studies*, 4.

TRCN (2006). Symposia of the National Technology in Education Programme for Teachers, Abuja, Teachers Registration Council of Nigeria.

Tyessi, K. (2015). Can teachers' dressing affect students' academic performance? Available online allafrica.com/stones/201504140081.html. Retrieved 14th April, 2015.

Wasanga, P.M. (n.d). Assessment for the 21st century: Impact of school management factors on academic achievement of primary school pupils in Kenya. Paper presented during the 36th IAE. An annual conference in Bangkok, Thailand. Availablepaper-4d23c70-1-pdf

Wessling, S.B. (2010). How do you define 21st century learning? http:/www.edweek.org/tsb/articles/2010/10/12/01panel.hO4.html Retrieved 5th November, 2015.

Wikipedia (2015). Academic achievement. Available online en.wikipedia.org/wiki/Academic-achievement. Retrieved 14th April, 2015.

Wikipedia (2015). Cognitive Behavioural Therapy. Available online en.wikipedia.org/wiki/cognitive behavioural therapy. Retrieved 30th April, 2015.